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ABSTRACT

This teacher's guide is designed to show how Cable-Satellite Public Affairs Network (C-SPAN) can be used as a primary source in the secondary education classroom to teach citizenship education for concept and skill development. Subject areas that C-SPAN can supplement are global education, government, public speaking, economics education, law education, and comparative government. While using C-SPAN as a classroom resource, students will: (1) build their vocabulary; (2) develop better listening skills; (3) enhance oral and written skills; (4) develop decision-making skills; (5) acquire knowledge of current events; and (6) develop critical thinking skills. Some suggested learning activities are provided. The role of a school's media center and tips for C-SPAN viewing and use are also discussed. (DJC)

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C-SPAN IN THE CLASSROOM

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TEACHER'S GUIDE

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C-SPAN — AMERICA'S NETWORK

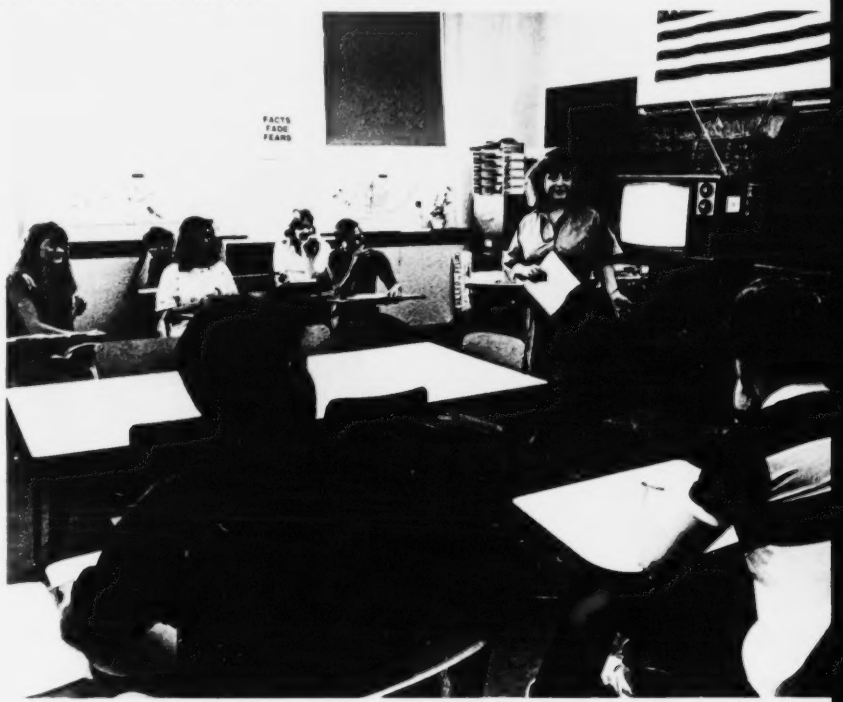
Please take a few moments to acquaint yourself with C-SPAN. If you have any further questions, write to: *C-SPAN in the Classroom*, 444 North Capitol Street, NW, Washington, DC 20001; or call the C-SPAN Educational Services Department at (202) 737-3220.

Q. What is C-SPAN?

A. The name C-SPAN stands for Cable-Satellite Public Affairs Network. C-SPAN is a nonprofit public-affairs television network available across the country via cable and satellite dish. C-SPAN is a private sector effort with a public service mission: to bring in-depth coverage of the American political system, its elected officials and the journalists who cover it to the public. C-SPAN's national audience can view two networks. The original C-SPAN channel offers uncut telecasts of the U.S. House of Representatives. In 1986, C-SPAN II began to carry live telecasts of the U.S. Senate. Both networks also cover a variety of public affairs events. All C-SPAN programs are presented in their entirety and without editorial comment.

Q. How do schools receive C-SPAN?

A. Most schools wired to receive cable can view C-SPAN. Some affiliated cable systems offer both C-SPAN and C-SPAN II. Schools equipped with satellite dishes that can access Galaxy III receive both channels.



Q. What programs are telecast on C-SPAN television?

A. An important program on C-SPAN is the live, gavel-to-gavel telecast of the House of Representatives whenever it is in session. C-SPAN II provides live telecasts of the U.S. Senate. C-SPAN also emphasizes live and taped telecasts of congressional committee and subcommittee hearings. Another large component of C-SPAN's programming is the viewer call-in shows. During a call-in program, C-SPAN viewers from around the country talk directly to congressmen, senators, cabinet members, public-policy experts and journalists. Speeches, press conferences and other public-affairs events from Washington and around the nation are also telecast on C-SPAN. Today, C-SPAN's programming is available 24 hours a day through affiliated cable systems and satellite dish.

Q. How do I know what program is being televised?

A. C-SPAN schedules are published in the weekly newspaper, *C-SPAN Update*, and in many daily newspapers and cable programming guides. Each week, *Update* provides subscribers with a calendar of programs, background information and profiles of important legislative proceedings and leaders, long-range programming schedules and highlights of call-in shows. In addition, members of *C-SPAN in the Classroom* can call the toll-free Educators' Hotline for daily programming schedules.

Q. How can I become a member of *C-SPAN in the Classroom*, and what will I receive?

A. Any teacher already using C-SPAN or interested in learning more about its teaching applications may register free of charge in the network's C-SPAN *in the Classroom* education program. As a member, you will receive:

- a toll-free Educator's Hotline to call for daily programming information;
- a complimentary copy of *Gavel-to-Gavel: A Guide to the Televised Proceedings of Congress*;
- free teaching aids as they become available;
- an educators' discount on subscriptions to C-SPAN *Update*;
- access to the Purdue Video Archives where videotapes of previously aired C-SPAN programs may be purchased at a substantially reduced rate.

Q. Who should use C-SPAN in their classrooms?

A. Classroom teachers of secondary-level social studies, journalism, speech and English have the most obvious potential use for C-SPAN. The suggested activities in this guide offer possibilities for C-SPAN use in these subject areas as well as other courses in secondary schools. Students in grades five through eight will need more preparation and assistance in order to grasp the information presented; however, C-SPAN can be used in the middle school in a limited way.

The media center offers many opportunities for acquiring information through C-SPAN. By working closely with teachers in planning units of study, librarians can organize space and viewing time for students, tape programs, obtain tapes from the Purdue Video Archives, and provide additional resources to help the students.

Using C-SPAN in the Classroom

C-SPAN telecasts public affairs events from Washington, D.C. and around the nation.

Think about the topics that students talk about with their friends. Their list might include AIDS, drugs, American soldiers being sent into battle, political scandals, election campaigns, and environmental issues. With C-SPAN programming, they can see, hear and respond to national leaders and journalists grappling with the same problems. Actress Elizabeth Taylor's speech to the National Press Club on AIDS research, or their congressman giving a speech in the House, or a call-in program encouraging viewers to speak their minds on federal efforts to win the war on drugs are only a few of the good reasons to have students watch C-SPAN television.

Teachers can use C-SPAN with their classes. . .

To teach citizenship education

The rights and responsibilities of citizenship are enacted every day on C-SPAN. Your students learn about becoming leaders in their own right by seeing unedited examples of government officials at work. C-SPAN call-in shows give students a chance to speak their minds, to learn how other citizens think and even to tell their representatives how they feel about the problems facing the country.

As a way to teach our cultural heritage

Many elements of America's cultural heritage can be seen on C-SPAN. Students can see that government is a body of people. They can see through C-SPAN's cameras the ways in which the laws that affect the people are made and enforced. All the beliefs that we find listed in the preamble of the Constitution are in evidence throughout C-SPAN's 24-hour programming. Congressional hearings,

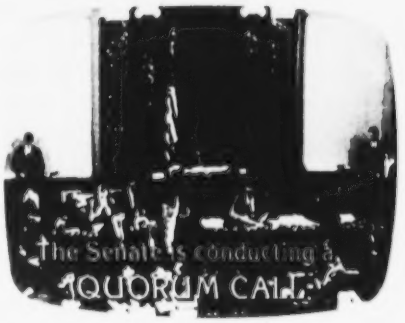
floor debates, panel discussions and sessions with local government officials illustrate the American ideals of government serving, protecting and educating its citizens. The conflict and necessary compromise over government actions are also in clear view.

As a primary source

Because of space and time constraints, newspapers and television news shows can present only highlights of the day's news. C-SPAN, however, telecasts events in their entirety — it is an unedited record. There is no commentator or reporter giving an account of the event. Since it is an actual record, C-SPAN is a primary source. Teaching with primary sources can enlarge a student's store of information and develop higher order skills of analysis, interpretation and critical thinking. Seeing the people whose names are household words testifying before a congressional committee, or representatives voting on a new law, lend excitement and relevancy to the course of study.

As a vehicle for concept and skill development

C-SPAN presents a "you are there" learning opportunity to students. It offers teachers a practical way to teach hard-to-grasp concepts and reinforce communication and citizenship skills. Students who develop a greater capacity to understand are better equipped to participate in the process of government.



Live, gavel-to-gavel coverage of the U.S. Senate on C-SPAN II.

Organizing for Instruction with C-SPAN

Unit planning provides an overall organizer for the individual lesson plans that will incorporate C-SPAN. Daily adjustments to the unit of study will still be necessary, but long-range planning allows you to make arrangements for the tapes or resources you need and to sign up for the equipment you'll be using in the classroom.

Instructional Themes and C-SPAN

C-SPAN's programs offer students eyewitness opportunities for enriching, broadening and expanding many of their curricular studies. This section presents ideas for using C-SPAN programming as a supplement to a variety of secondary-school subjects.

Global Education

► Have students complete a survey that examines their views of the United States' interconnected relationship with Third World countries. The survey should ask questions that can be answered *Agree* or *Disagree*. Samples:

A D **1.** Developing countries should stop accepting money from the United States and support themselves.

A D **2.** People in the United States need to be more concerned about Third World countries.

Next, watch a portion of a C-SPAN program that relates to some aspect of your topic. At the conclusion of the program, re-issue the survey. Discuss changes in attitudes and responses.

► Study the issue of human rights and the efforts of national governments, organizations such as the United Nations, and private citizens to cope with issues extending beyond the jurisdiction of national boundaries. Introduce these concepts by watching C-SPAN programs dealing with U.S. policy toward refugees, American hostages in the Middle East, the conflict in South Africa, Soviet policy toward Jews, or the changing role of women in developing countries. (You may use previously recorded C-SPAN programming, or you may wish to contact the Purdue Video Archives regarding the availability of appropriate programming.) In a class discussion have students make generalizations about the role of the United States in promoting human rights worldwide.

"The rights and responsibilities of citizenship are enacted every day on C-SPAN."

► Have students examine the world-wide spread of terrorism. Their assignments should consider: Who are today's terrorists and what are their motives? Are the motives political? Religious? Who are their victims? What is U.S. policy on terrorism? How might terrorist activities affect the balance of global power? Use C-SPAN to help students answer these questions and learn about current global attempts to promote the use of terrorism or to confine it.

Government

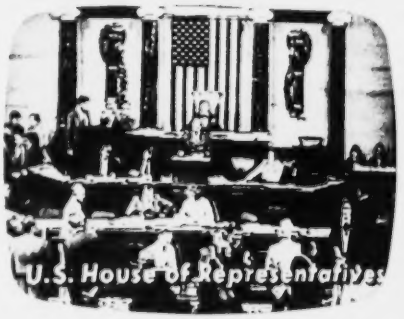
Have students investigate the role played by non-elected government employees (congressional aides, representatives of regulatory agencies and special-interest

Supreme Court Justices Harry Blackmun, William Brennan and John Paul Stevens preside at The American University's moot court hearing on the authorship of Shakespeare's works.

groups, civil servants, etc.) in the passage of a federal bill. Watch C-SPAN coverage of committee hearings or any session of the House and Senate to find examples of the work performed by these hidden legislators. Place these workers on a flowchart of "How a Bill Becomes a Law."

► Explore the meaning of "broad constructionist" or "strict constructionist" interpretation of the Constitution. Use the C-SPAN series "America and the Courts." These interviews with judges and justices will provide information on philosophy and permit students to see facial expressions and gestures which reflect attitude, ideology and psychological disposition. Other C-SPAN programs that would be useful are the Senate hearings on the nomination of Judge Robert Bork or current interviews with senators, congressmen and judges.

► If the study of elections coincides with a presidential election year, there will be little difficulty in motivating the study using C-SPAN. If the study comes in an "off year", you may use a taped program to illustrate what happens at a caucus, at a primary and at a political convention. A mock convention may be set up in the classroom. Assign students a state and allow them to vote as they think that state should vote. Afterwards, they may compare their votes and convention to the actual convention shown on C-SPAN. [Note: In an election year, record C-SPAN's complete coverage of the nominating conventions at home during the summer break for use during upcoming school years.]



House of Representatives proceedings are live, unedited and without commentary.

Public Speaking

► Use C-SPAN live or taped to help students prepare for a debate by critically observing the process in action. Have students analyze speakers' effectiveness according to these guidelines:

1. Does the presenter make his or her opinion clear?
2. Summarize the arguments or supporting information presented. Mark the arguments that were the most convincing.
3. Choose the winning side. Explain your choice.

► Elections lend themselves well to student speeches, debates and general discussions. Combine the speeches with the mock election above, or campaigns for student elections. Watch C-SPAN any day for examples of speechmaking techniques. Some of the speeches you might expect to see are: floor speeches by congressmen, dinner speeches by officials and election speeches by candidates.

► To help your students in their own speechmaking, have them watch C-SPAN for examples of the following kinds of speeches:

- The Speech to Inform
- The Speech to Convince an Audience
- The Introduction Speech
- Accepting a Gift or Award
- The Eulogy
- The Nominating Speech
- The Interview
- Discussion — The Panel
- Debate
- The Speech to Stimulate or Arouse
- The Speech to Gain Goodwill
- Presenting a Gift or Award
- The Farewell Speech
- The Dedication Speech
- Accepting a Nomination
- Reading Aloud
- The Lecture Forum

Students may videotape the speeches they make to help them improve their style.

Actress Elizabeth Taylor speaks to the National Press Club about the AIDS crisis.

English

► Have students use C-SPAN throughout a research assignment to get the facts and focus their point of view. Students might view C-SPAN in the media center, classroom or at home. Some long-range preparation will be necessary in case tapes need to be ordered or programs taped. Student viewing should be divided into three stages: (1) **introductory viewing** gives the student background information in order to begin the research; (2) **intensive viewing** provides specific information for the report and (3) **supplementary viewing** fills in gaps and adds information to complete the report. C-SPAN should be cited in the bibliography.

► Ask the students to watch a call-in program on C-SPAN to detect and identify emotional propaganda techniques, such as bandwagon, plain folks, glittering generalities, name-calling, testimonial, card-stacking, lying, false reasoning and misquoting. Note that call-in hosts, journalists and most guests from the world of public affairs are more skilled than the callers at avoiding propaganda. Students should listen carefully for various propaganda techniques and keep a notebook of examples. Finally, students should write a campaign speech for a political candidate that uses at least five propaganda techniques. Classmates can listen to some of the speeches and try to detect the persuasive examples.

Economics and Consumer Education

► With your students, look at *C-SPAN Update* for details about upcoming program dates and times. In particular, find programs dealing with federal deficit spending, international trade, interstate commerce, transportation and at least one consumer issue. (You may wish to call the *C-SPAN in the Classroom* toll-free Educators' Hotline to confirm programming times.) Form a student panel to discuss each of these issues.

► C-SPAN is an excellent resource for developing a list of economic and consumer vocabulary terms. Have students watch programs about consumer issues, taxes, trade licensing or other economic topics. Compile a glossary of economic terms heard on C-SPAN.

► Nonprofit organizations play an important role in the U.S. economy. Their goal is the creation of a better society rather than the seeking of self-enrichment. Remind students that C-SPAN is a nonprofit organization; then have students watch several different C-SPAN programs. Ask students to explain in their own words what a nonprofit organization is and what C-SPAN does that puts it in this category. Research a list of nonprofit organizations found in your community.

American History

► Create a chronology of the waves of immigration to the United States starting with blacks and Europeans in the 16th century and progressing through colonial, mid 1800's, turn of the 19th century and immigrants today. Have students answer an identical series of questions for each of the groups. Questions might relate to: reasons for leaving their native country, place of entry in America, problems encountered, legal and medical restrictions on that group as immigrants, etc. View C-SPAN for information about groups today. What new legislation is being considered concerning these groups? Identify government leaders appearing on C-SPAN who represent specific immigrant groups.

► Look at "dark horse" candidates throughout American political campaigns, such as Polk, Pierce, Lincoln, Hayes, Garfield, Wilson, Harding and Carter. None of these men was his party's front runner six months before the election. Follow C-SPAN coverage of the next presidential campaign (or selected tapes of previous campaigns) and have students collect information on each of the candidates for president and vice-president. Ask class members to predict the next candidate who will "come from nowhere," and cite specific reasons for their predictions.

► Have students learn about blacks and the Constitution by watching a C-SPAN tape of the highlights of a Smithsonian Institution symposium "Afro-Americans and the Evolution of a Living Constitution." (If you did not tape this program, contact the Purdue Video Archives to obtain a copy.) Ask students to answer these questions: What does the term "living Constitution" mean? What role did amendments play in advancing the civil rights of blacks and other minorities? How does the Constitution continue to shape the lives of black Americans?

Live, unedited coverage of Senate confirmation hearings for Supreme Court nominee Robert Bork.

Career Education

► Have students find out more about themselves and the careers that may appeal to them by completing this questionnaire. They should circle **1** for not important at all, **2** for important, **3** for very important.

1 2 3 I want to contribute to the betterment of my country and the world we live in.

1 2 3 I want to have daily contact with people and try to help them.

1 2 3 I want to be recognized as part of a team or organization.

1 2 3 I want to work in a situation where organization, deadlines and quality work are required.

1 2 3 I want to determine the course of action in my work.

1 2 3 I want to be seen as a creative and influential person.

1 2 3 I want to have job duties that require travel, flexibility and risk.

1 2 3 I want to feel that I am part of a community.

Next, have students analyze careers that they see on C-SPAN (look for "behind-the-scenes" jobs as well as the more obvious ones such as congressman, journalist, etc.), and decide which of the careers fit most of the choices they have made on the questionnaire.

► Have students make a list of careers they see portrayed on C-SPAN or in the communications field. Emphasize that no job is perfect, and encourage students in a class discussion to describe some of the pluses and minuses of each career.

"People can see through C-SPAN's cameras the way in which the laws that affect the people are made and enforced."

Journalism

► Assign students in journalism class a "beat" to cover on C-SPAN. They will be expected to cover this beat each week for one month. They will be responsible for at least one story each week, which they will turn in to a designated class managing editor. The managing editor might choose one or more articles to submit for publication in the school paper.

► Assign students to watch and cover a press conference on C-SPAN. Have them then locate newspaper reports of that same press conference, and also watch network television coverage of it. Students should compare their articles with other media coverage and analyze the bias (if any) of each report. In a class discussion, ask students to decide if it is possible to present a completely unbiased report when a story must be edited to fit the time and space requirements of the media. Finally, have students critically review their own coverage of the unedited press conference they watched on C-SPAN and decide if their articles present a biased point of view.

Law Education

► Working in small groups or as a class, have students choose a topic for discussion. Topics can be selected by identifying upcoming programming in the *Update*, using tapes of C-SPAN programs you previously recorded or by contacting the Purdue Video Archives for availability of tapes on specific subjects. Suggested topics

that could be illustrated with C-SPAN tapes are: AIDS funding and testing, child abduction from the U.S. to foreign countries and the difficulty the custodial parent has in getting them back, consumer and stock market fraud, abortion, surrogate parents, effect of television on violent behavior, drug trafficking, drunk driving laws and teenage pregnancies. Have students watch portions (clips) of the tapes and hold a class discussion about the issue; then have selected students write a letter to a federal, state or local official expressing the class' opinion and recommended actions.

► Have students watch tapes of C-SPAN call-in programs featuring interviews with leaders in the areas of human rights (e.g., women's rights; rights of minors; civil rights; rights of adopted children, the elderly, the abused and single parents). Have students identify the issue, research what is being done now, determine what proposed legislation will do, what costs are involved, and how they or their community are directly or indirectly affected by the problem. Students should write their findings in a report. Additionally, a group of students can be prepared to simulate a panel on a C-SPAN call-in program through the school's television studio. If a television studio is not available, the show can be videotaped (with a participating audience of students instead of callers) for later viewing and discussion.

Environmental Education

► Choose an environmental issue in the news (e.g., the depletion in the ozone layer, the problem of increasing tourism to Antarctica's fragile environment, endangered species or acid rain). Have students watch clips of C-SPAN videotapes on these subjects for the purpose of gathering information and for learning interview techniques and style. Next, invite a university professor in that field or an environmental expert to come to the class and be interviewed by the students who will use the techniques observed on C-SPAN.

► For a long-range project, assign teams of students specific environmental issues to monitor. Teams should compile a resource file of information sources on their topic. The resource file should include C-SPAN videotapes (for primary source material), newspaper and scientific journal articles, other network programs and interviews with environmentalists. Ask students to categorize each source according to its point of view (if any) on the issue. Students should then analyze in a class discussion why various sources have specific stands on the issue.

Psychology

► Have students brainstorm a list of problems that teenagers deal with today which they believe may contribute to teen suicides. Ask them to identify positive programs or projects taking place in your community, in school and in the nation that attempt to prevent teen suicide and help the survivors cope with the loss. Watch C-SPAN to see what lawmakers and public policy experts are doing about the problems students have identified. Discuss what teenagers can do to help. Interested students may wish to express their concerns and solutions in letters to their senator

Lt. Col. Oliver North testifies at the Joint House and Senate Select Committee hearings on the Iran-contra affair.

and congressional representative or to an individual who addressed that issue on C-SPAN.

► Have students watch C-SPAN's coverage of the hearing on "Television and Children" (available from Purdue Archives if you don't have it on tape). Discuss the opinions expressed. Next, have student representatives of the class contact their congressman and ask about his or her views on the relationship of TV violence to violent behavior of children.

Comparative Government

► Use C-SPAN coverage of Canada's House of Commons (occasionally telecast when the House is not in session, or available on videotape from Purdue Video Archives) or the British Parliament, and compare the legislatures of Canada, Great Britain and the United States in the following ways:

1. What are their sizes?
2. Who are their major leaders?
3. How are laws made?
4. How do they debate?
5. What procedures make them especially different from each other?

► Watch a representative from a foreign country speaking to the National Press Club on C-SPAN. Take notes about anything that person says concerning the structure and function of his government. Go to the library and continue reading about that government. Develop a class chart comparing several world governments.

Teaching Strategies for Skill-based Instruction

Following are specific learning skill objectives that students are expected to develop. After each objective, you will find a suggested activity for developing that specific skill using C-SPAN as a teaching resource.

Building Vocabulary

Objectives

- To compile a list of vocabulary and definitions specific to a particular topic or area of study.
- To use context clues to understand essential terms.

Activities

1. Have students list new vocabulary terms as they view a live or taped C-SPAN program. Then have each student individually define the words and use them in a sentence that relates to the topic of the televised program.

2. Use the interrupted viewing technique to stop a tape of a C-SPAN show and help students work out the meaning of a word by pointing out clues in a speech or dialogue.

Observing and Listening

Objective

- To extract significant ideas from visual and oral information.

Activities

1. Watch and listen to a C-SPAN tape or live program. Then give students a list of basic questions that could be used with any C-SPAN program. Have students use

the same questions again with a different tape. Repeat the procedure as often as necessary. Possible questions:

- Who is speaking?
- What is the subject being discussed? What does the speaker think?
- What is the speaker's goal?
- What actions are being asked for?
- What weaknesses are in the plan of action?

2. As with the previous activity, you will need two tapes of C-SPAN programs (or two portions of the same program) for this active listening activity. First, play the tape through for students to get an idea of the general subject being discussed. Then have them look for main ideas and details with the second tape. Have individuals or groups of students make an outline of the subject matter by listing important details under the correct main idea heading. Compare outlines in a class activity.

Reporting Information in Oral and Written Reports

Objectives

- To present information extracted from televised programs.
- To defend a position with relevant supporting evidence.

Activities

1. Have students gather information from a C-SPAN program that is aired live or on tape at the beginning of the class period, and then utilize these facts or points of view in a research report. The class might be asked to evaluate each report since the members have studied the same or related topics.

2. Students may wish to express their ideas and newly acquired information in short stories, dramatizations and other forms of writing. For example, a group of students may prepare and present a musical based on the proceedings in a national nominating convention. C-SPAN videotapes of actual nominating conventions provide necessary background information. Cooperative projects of this nature might be worked out with the government, music and art teachers.

Rep. James Wright is installed as Speaker of the House.

Roleplaying

Objective

- To work out a creative solution to a problem and report to a group.

Activities

1. Tell students they will watch a C-SPAN program in order to prepare for a press conference. They should try to remember as many facts as possible. Half the class might then act as journalists who interview the other half acting as experts in a

particular field. For example, reporters might interview a senator or congressman on political advertising.

2. After viewing C-SPAN programs on contemporary issues such as the problems of smoking, use of alcohol and drugs, aid to street people or criminal rehabilitation, have individuals or groups of students dramatize the problem in one-act plays, or by playing the roles of journalists, government officials and concerned citizens.

Decision-Making

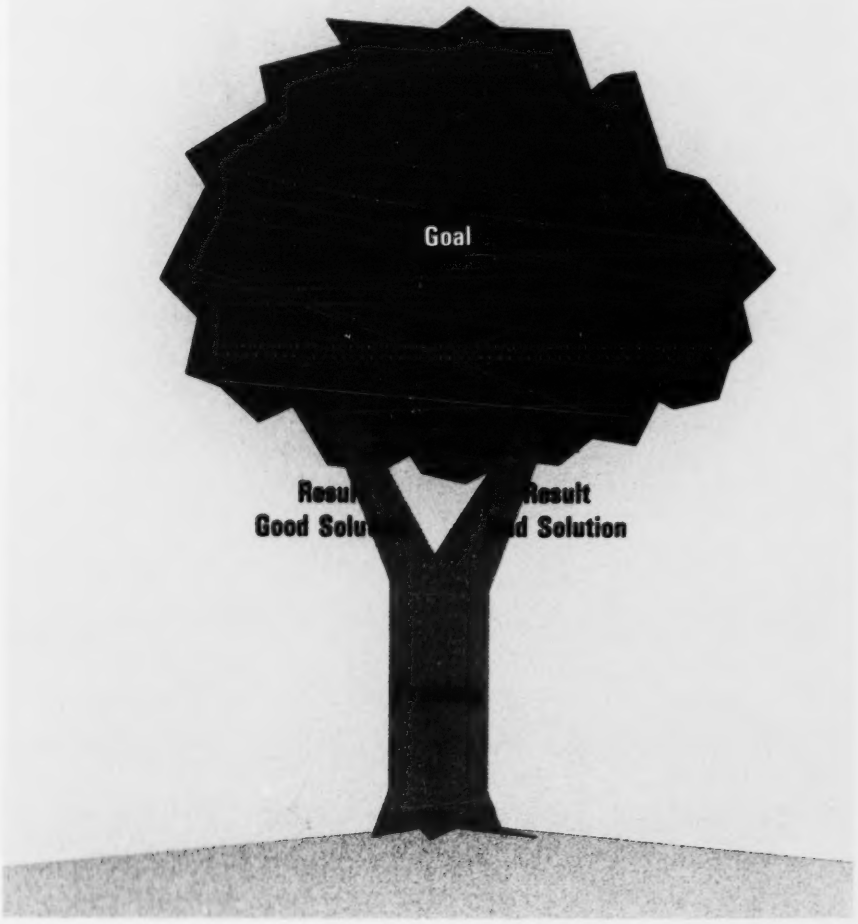
Objectives

- To identify a problem and the steps to its resolution.
- To clarify values and accept the consequences of actions.

Activities

1. Watch a portion of a day in Congress on C-SPAN (for greatest immediacy, view live if possible). Have the class make a list of problems under consideration on the floor. Students make a decision tree to use the steps in problem-solving.

Decision tree pattern



Decision-tree example

Goal

Federal employees will feel safe from loss of wages and employment during a long-term illness.

Result	**Result**
Formation of a sick leave bank	Employees are fired
Good Solution	**Bad Solution**
A law that lets federal employees donate sick leave to co-workers	Employees can only use their own accumulated leave

Problem

In a personal-health-care crisis, federal employees use up their sick leave and can lose their jobs.

2. Have a student, designated to represent the class, participate in a C-SPAN call-in show to voice the class' opinion or solution to the issue under discussion. [Note: Contact C-SPAN Educational Services Department at least one day prior to day of show to assure getting on the air.] After the show (or after watching a videotaped playback) ask students to consider what the consequences of their proposed solutions might be. Students should decide if those consequences are acceptable to them as individuals and as members of a society.

Acquiring Information Through Current Events

Objective

- To acquire and evaluate information about current political and national affairs from primary sources.

Activities

1. Have students study the weekly *C-SPAN Update* program guide and choose three upcoming programs they would like to watch. An important point to bring out in a pre-viewing discussion is that C-SPAN is a "pure" primary source of information. Ask students to differentiate between C-SPAN as a primary source and a newspaper as a primary source; between primary sources and secondary sources. Point out that the cameras in the House are controlled by the Congress, and what the cameras can show during votes is determined by House rules. When someone is speaking on the floor, we see only the speaker; the camera does not pan the empty seats or show inattentive congressmen. Hold a class discussion of the current events under discussion in the programs they have selected, and determine the part they (i.e. the students) play in becoming informed citizens.

2. Apply the "five W's" to each program students view on C-SPAN to help them summarize the current event.

News correspondent Sam Donaldson appears on a C-SPAN call-in show.

Evaluating Evidence

Objective

- To use such criteria as source, accuracy, amount of information and quality of information to test validity of information.

Activities

1. Have students evaluate the information gathered from a C-SPAN program using the following criteria:

a. Who is the authority? What expertise does he or she bring to the matter under discussion?

b. Are important facts detailed?

c. Is the material pertinent to the subject?
d. What is the purpose of the testimony or speech?
e. Is the account taken from personal experience or knowledge? Was it an indirect account of something?
f. Is there corroboration of the facts from other sources?
g. Where and under what circumstances did the speaker get the information?

Ask students to use these same questions whenever they are watching a TV program, listening to a speech, conducting an interview or reading a book.

2. Throughout the year, assign written reports on specific topics covered by C-SPAN and other media. Students should be responsible for identifying their sources of information and evaluating the information they include in the reports in terms of accuracy, reliability of sources and bias.

Critical Thinking

Objectives

- To focus on information that is helpful in understanding a concept.
- To distinguish between relevant and irrelevant information for a particular purpose.
- To recognize generalizations or conclusions that are supported or refuted by the information presented.

Activities

1. Have students compare the way C-SPAN and a textbook treat the concepts of democracy, law, constitutionalism, individual rights, power, idealism and freedom. Do they use the same facts or procedures to illustrate the concept? What is similar? How significant are the differences? Which material is relevant to the concept? Which is not?

The Secretary of Education presents "A Curriculum for American Studies."

2. Select and play a C-SPAN tape of a memorable witness before a congressional subcommittee, a National Press Club speech, an author or a call-in guest. Have students complete a series of open-ended sentences based on information gathered from the program. These completed sentences form the generalizations based on the students' viewing. Sample open-ended sentences:

Not every bill becomes a law because...
The author wanted you to see...
According to the speaker, terrorists should be...

Role of the Media Center

The school media center can provide the service and support for integrating C-SPAN into the curriculum in a broad range of ways (depending on its own resources). Following is a sample of activities that media specialists can implement to help students and teachers effectively use C-SPAN's free programming to its fullest advantage.

- Handle and service all teacher requests for taping C-SPAN programming.
- Subscribe to the *C-SPAN Update* and circulate C-SPAN schedules to building faculty on a weekly basis. Call *C-SPAN in the Classroom* Educators' Hotline to supplement scheduling information.
- Build your own C-SPAN school library video collection on specific topics by identifying and taping appropriate programs. Classroom teachers might provide a list of subjects that relate to their unit plans.
- Create a C-SPAN viewing station in your media center where students and faculty can view live telecasts. This pickup viewing lends the greatest immediacy to C-SPAN telecasts.
- Provide a C-SPAN videotape editing service for teachers. Interested students might perform this service as an afterschool activity or as part of a student aide program.
- Maintain your school's collection of all taped C-SPAN programming, including programs taped at home by other faculty members. Index by subject, speaker, etc.
- Encourage student use of primary source materials in research projects by providing a VCR lab where students can watch C-SPAN tapes.
- With the cooperation of teachers of various subject areas, develop an interdisciplinary curriculum around C-SPAN programming. Teachers of different subjects who are covering related topics might be invited to bring their classes to the media center to view and discuss a previously taped C-SPAN show related to the topic.
- Periodically issue a list of available C-SPAN programs in your tape collection so that teachers are reminded of the supplementary resources available to them.

(Note: Because there are no copyright restrictions regarding the use of C-SPAN for educational purposes, media centers can tape C-SPAN programs without prior permission and may retain taped programs in their video collections without time limitation.)

Philippine president Corazon Aquino addresses members of Congress.

The president delivers the State of the Union address.

Resources

Although C-SPAN programming is a valuable and exciting teaching resource, there may occasionally be some minor scheduling difficulties associated with its use. Most of these problems can be overcome through careful planning and taking advantage of the special support material available through C-SPAN. If your school doesn't yet receive C-SPAN through cable or satellite dish, remember that home taping is permitted; or you can purchase the desired videotape through the Purdue Video Archives (Purdue University, Stewart Center G-39, West Lafayette, IN 47907). The *C-SPAN in the Classroom* toll-free Educator's Hotline offers a daily recorded message with the latest information about programs; and weekly and long-range schedules are published in the *C-SPAN Update*.

Among the many resource directories that can provide needed information about how to contact government and public affairs offices are *The U.S. Congress Handbook* and *Congressional Quarterly's Washington Information Directory*. It is recommended that your school media center have a collection of directories available to support the use of *C-SPAN in the Classroom*.

General Tips for C-SPAN Viewing and Using Tapes in the Classroom

The same care and preparation that you use in teaching with a textbook or unit plan should be applied to teaching with C-SPAN. Following are suggestions for making the best use of C-SPAN live or taped programs.

- Keep the tapes short (under 20 minutes), allowing them to serve as discussion stimulators, rather than "time fillers."
- When a longer tape is appropriate, provide an outline of its content — students should learn to grasp the material without being led through it in detail.
- Assign background reading material in advance of playing the tapes, or ask students either as a class or individually to develop a position on the topic before seeing the tape.
- Watch the students as they view the C-SPAN program. If the class becomes a sea of confused expressions, stop the tape, discuss the points and even replay specific segments.
- During the class discussion that follows the viewing, re-run portions of the tape as needed for review and emphasis.
- Make the tapes available for review, particularly before major examinations.

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